



Rapides Parish School System
Title I Schoolwide Program Plan
Cherokee Elementary School

PK-12
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Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana Critical Goals – Louisiana students will:

1. All students will perform on grade level in literacy and numeracy by the end of **3rd grade**. (PK–3rd).
2. Students in **grades 4–8** will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
3. Students in **grades 8–12** will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.

Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.

District Vision and Mission Statement

Vision: Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that **ENGAGES** our community, **EMPOWERS** individuals, and **ELEVATES** our people to their maximum potential.

Mission: Rapides believes our students can and will achieve as well or better than any other students across our great state and across our country

School Vision and Mission Statement

Vision: Cherokee Elementary will intentionally grow our students - academically, emotionally, and socially - through positive relationships and mutual respect for diversity and individuality.

Mission: Cherokee Elementary will instill the virtues of compassion, strength, generosity, and courage, through diligent support from parents, teachers, and community. We will implement a strategic and engaging curriculum to meet our students' diverse needs. Students will be supported to meet the high expectations through constant, on-going reflection and refinement.

District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I certify that this plan contains the ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
 - (Component 1): Evidence of the use of a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described in Section 1111(b)(1),
 - (Component 2): Schoolwide reform strategies that (a) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D), and (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations,
 - (Component 3): Evidence of certification/highly qualified,
 - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
 - (Component 5): Strategies to attract high-quality certified teachers to high-needs schools,
 - (Component 6): Strategies to increase parental involvement,
 - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - (Component 8): Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program,
 - (Component 9): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure those students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance, and
 - (Component 10): Coordination and integration of Federal, State, and local services and programs.
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

School Name: _____

Principal	Date
Title I Chairperson	Date
District Title I Coordinator	Date
Deputy Assistant Superintendent of School Improvement	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Kim Lord	Principal	kim.lord@rpsb.us
Brittany Lawrence	Assistant Principal	brittany.lawrence@rpsb.us
Amber Hammond	Lead Teacher	amber.hammond@rpsb.us
Crystal Rodgers	Title 1 Chairperson	crystal.rodgers@rpsb.us
Brittany Malone	Teacher (SPED)	brittany.malone@rpsb.us
Shannon Ducote	Parent	shaynon19@yahoo.com
Katie Holsomback	Reading Interventionist	katie.holsomback@rpsb.us
Lana Cobb	SPED Teacher	lana.cobb@rpsb.us
Josie Williams	Parent (SPED)	josieandheath@gmail.com
Jenise Mertens	Title I Coordinator	jenise.mertens@rpsb.us

Meeting Schedule:

Initial Planning and Development of SWP: 8/05/25 @ 2:00

Mid Year Review and Update: 1/05/26 @ 2:00

End of Year Review and Reflection: 5/20/26 @ 2:00

Faculty SWP Review/Update Meeting: These dates will pair with the school based QDR meetings during a TCM. When reviewing QDR data the SWP's Action Plans will have a "pulse check." The purpose is to determine if school is moving at pace to reach quarterly, semester, or end of year goals set in the SWP. The agenda and sign in sheet should be submitted with these months

Meetings will be held at 2:45-3:30. Dates are as follows: October 7, 2025; January 5, 2026; March 9, 2026; May 20, 2026

School: Cherokee Elementary School

SPS 69.3

Letter Grade C

Check all that apply (verify with principal):

☒ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

☐ UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an "f" for at least two years

☐ Economically Disadvantaged

☐ Hispanic/Latino

☐ Black

☐ White

☒ Students with Disabilities

☐ English Learners

☐ Two or more Races

☐ UIR - Discipline - Urgent Intervention Required for Discipline:

Process of key performance and instructional data.

Table A: For elementary/middle school, identify the indexes for ELA, math, science, social studies, and all subjects assessment index for each testing grade.

Table B: For high school, identify performance proficiencies, composites, rates, and indexes for each component area.

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024- 2025
3	72.6	65.8	57	54.2	57	48		48.1	65.3	56
4	59.2	64.9	56.9	58.1	56.6	44.6		52.5	62.2	55.9
5	73.3	75.6	41.4	42.5	56.7	56.7		53.5	61.9	58.1
Grades 3 to 5	68.6	68.4	51.8	52	56.8	49.8		51.1	63.1	58

1.1. Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

- Parents are involved in taking our school wide Community Feedback Survey in the spring.
- Parents are members of our School Wide Planning team and, therefore, their input was used in the design of the Schoolwide Plan in July. The feedback received from parent/community feedback was utilized to make changes to better help parents help their students. Some things include our grade level meetings in August, class communication logs/platforms, reading logs, and more.
- The Schoolwide Plan will be communicated to our parents and stakeholders via our school website as well as in our parent Open House meetings. We will also include a survey allowing parents to provide feedback on the SWP once it is finalized in August.
- Parents/guardians make educational decisions for their students by advocating for their needs by maintaining open communication with teachers and administration.
- Open House is held at the beginning of the school year. Parents will be presented with the Schoolwide Plan and have the opportunity to provide feedback, meet teachers, and learn how to best support their student during the school year.
- The Stakeholders meeting held in August involved all stakeholders as we discussed the effectiveness rating of last year's plan and the comprehensive needs assessment for the coming year.
- All Special Education teachers host a SPED Family Night, where families have the opportunity to learn more about services their child receives as well as supports and services that are available. This also includes a Q&A session for families to ensure they have all the tools necessary to be the best advocate for their child.

Provide examples of changes made to the schoolwide plan based on input from families/parents:

[Here](#) is survey feedback from parents and families based upon last year's SWP. Changes made consist of more intentional and focused tutoring/RTI for students, as well as "Manners Mondays" that will help address the social and emotional needs of students.

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Surveys are used to gain feedback from the parents and community leaders when needed regarding upcoming school decisions.
- Teacher Parent Conferences take place when either the parent or the teacher have a concern. The concern may be regarding academics or behavior. These are scheduled as needed throughout the school year. This helps keep parents informed of their student's progress.
- Open House is held at the beginning of the school year either in person. This offers parents a chance to meet their child's teachers, learn the routines and schedules for the year, as well as learn ways to best support their students during the upcoming school year.
- PTC Meetings –general collaborative meetings to make decisions concerning school needs and are held a minimum of three times per year. All families and community stakeholders are invited to attend.

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:

- Final Site Calls and Class Dojo messages are sent out by the principal and assistant principal to keep parents informed of school events.
- The school website, Class Dojo School Story, and Facebook page provide information pertaining to upcoming events and other happenings at the school.
- Report cards are sent home every nine weeks to keep parents informed of progress.
- PowerSchool was the way for parents to keep track of their child's grades and progress electronically; this year, Rapides will be using OnCourse.
- Open House is held at the beginning of the school year either in person.
- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress.
- Positive contact phone calls/emails will be made by the teachers once a semester.

Translation Services:

The school will ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. All Dojo notifications and communications can be easily translated into parents' native languages. In addition, our ESL teachers translate and send out all major communication in the families' native languages to ensure all are included and aware of school events and opportunities.

(Title VI of the Civil Rights Act of 1964)

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged. Translator APP will be utilized.

1.2. Comprehensive Needs Assessment

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and weaknesses determine areas of focus that lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why.**” Contributing Factors determine selected strategies that lead to specific implementation activities (the Action Plan).

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Based on the results of the needs assessment, list the school’s priorities.

Response:

Cherokee has an eclectic population. We have so many different cultures, ethnicities, socio-economic levels, and personalities represented. Our subgroups include ESL students, minorities, special needs students, migrants, and homeless children. Our current enrollment stands at 548. This number often varies on a weekly and sometimes daily basis. Average class size is 18-24. We are a Title I school who receives federal funding. We are classified as a CEP school, so none of our students pay for breakfast or lunch. Cherokee maintains a good discipline record. Out-of-school suspensions are not utilized often as a means of restorative practices, with only 25 total OSS given last year. Retention rates are low, with only 11 retentions in 2024-2025, with 2 of the 11 being ELL parent requests due to language issues. 3 of these retentions were due to Act 422 requirements for grades 3 literacy. Cherokee continues to reach out to actively engage parents and families in a plethora of activities and celebrations. Our school is known for its positive climate.

According to LEAP:

2025 LEAP Mastery and Advanced	Overall	3rd	4th	5th		2024 LEAP Mastery and Advanced	Overall	3rd	4th	5th
ELA	45.6%	44.8%	39.5%	53.5%		ELA	47%	52%	38%	52%
Math	32.1%	28.1%	40.7%	27.8%		Math	29%	24%	42%	22%
Science	21.6%	13.5%	18.5%	34.1%		Science	29%	24%	33%	31%
Social Studies	26.7%	22.1%	25%	34.7%		Social Studies was a field test for 2023. No data				

Trends: Overall, scores dipped in all areas. It is noticed that 3rd grade ELA and Math increased from 2024. The highest gains came from 5th ELA and Science and 4th Math. However, when we compare cohort groups, 4th math had the biggest gains of 16.9%, followed by 5th ELA at a gain of 15.5%. 5th Math showed the biggest decline 14.2%

According to DIBELS:

2025 DIBELS Composite	BOY	MOY	EOY		2024 DIBELS Composite	BOY	MOY	EOY
Kindergarten	52%	81%	78%		Kindergarten	41%	50%	56%
1st Grade	65%	74%	81%		1st Grade	65%	61%	76%
2nd Grade	80%	74%	84%		2nd Grade	51%	48%	53%
Overall	65%	76%	81%		Overall	52%	53%	62%

K-3 Overall Proficiency: 73.7%

Trends: The number of students at or above grade level in K-2 overall increased by 13% from 2024, with a growth of 16% from BOY to EOY. All grade levels increased: Kindergarten up by 22%, 1st Grade up by 5%, and 2nd grade up by 4%.

Why: Throughout the school year, TCMs focused on student growth and progress. Teachers consistently progress monitor, to ensure student growth, providing RTI based on specific sub skills needed to build a strong reading foundation.

According to School Performance Score:

	Overall SPS	Assessment Index	Progress Index	SWD Assess. Index
2025				
2024	69.3 C	59.2	80.3	31.5
2023	67 C	58.6	74	45.1
2022	72 C	62.9	87.7	62.3

Trends: Previously over the past few years, SPS has dropped by 5 points. The subgroup of Students with Disabilities dropped drastically nearly 30 points. However, during the 2024 school year, growth was made in all content areas, with the exception of SWD.

Why: There were several factors that contributed to the previous drop in SPS. The main factor was staffing/personnel issues. In the last three years, 75% of the Gr 3-5 teachers were new to teaching and/or that grade or content. Teachers were not content experts. However, the increase in 2024 is a result of more intentional TCMs, focusing on student growth and the depth of the standard. Between more intentional planning, study of the content and standards, and higher expectations for students, our teachers have grown our students!

According to Other Data Sources:

ELPT: 9 of 60 ELs increased one level in Spring 2025

STAR: Overall grade equivalency increased from 2.5 to 3.6 from BOY to EOY. 2024 EOY grade equivalency was 3.7, down .4 from 2023.

iReady Math: Students scoring on or above grade level increased from 39% (2023) to 48% (2024) to 51% (2025) with an increase from 8% at BOY

Trends: Scores are showing growth across most data sources, with the exception of ELPT..

Why: This is a direct result of the standard focus and RTI of students to ensure growth to mastery for all students. There was a significant influx of non-English speaking students coming with very limited to no previous educational experience, slowing the language acquisition

process down considerably.

According to Stakeholder Surveys - Teacher, Parent, Student and Discipline:

Stakeholder [Survey](#) and [Results](#), Staff [Survey](#) and [Results](#),

Teacher Attendance for 2024-2025 was 96.5%; 2023-2024 was 96.3%

Student Attendance for 2024-2025 was 94.25%

Student OSS for 2024-2025 was 27, 2023-2024 was 18, 2022-2024 was 31 OSS

Trends: There is a decrease in student absenteeism with an increase in out of school suspensions. Stakeholder surveys indicate an overall satisfaction with school-to-home communication. Some parents and students felt as though good behavior wasn't rewarded enough to incentivize making virtuous choices. Staff surveys indicate positivity about the TCM process as well as family involvement engagement.

Discipline and classroom disruptions continue to be a concern for staff.

Why: Throughout the school year, communication has been pushed for all parties. Parents are unable to help if they do not know how to help. This was a focus for us this past year, resulting in the positive viewpoint from stakeholders. Student misbehaviors continue to escalate due to many unmet social and emotional needs presented by students. There was an increase in OSS due to enforcement of stricter discipline policies to help minimize classroom disruptions for teaching and the Let Teachers Teach initiative.

Data Comprehensive Needs Assessment: Goal

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Increase in K-2 literacy proficiencies	DIBELS
2. Family Engagement and Communication	Stakeholder Surveys
3. Increased progress index for gr 3-5	LEAP, SPS data

Strengths Contributing Factors- Narrative

The effective and intentional use of TCMs to engage all staff in the depth of the standards and how it looks for a student to show content mastery is the presiding contributing factor. In addition, more effective personnel in content areas, especially in Gr 3-5, contributed to the strengths. From preliminary data, our progress index should increase from 80.3 to 103.2 DIBELS proficiency in 2024 was 56.22% on or above benchmark. In 2025, this was increased to 80.95%.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. SWD	LEAP, SPS data
2. 2-3 DIBELS	DIBELS
3. 4th Grade ELA	LEAP data
4. Math foundations in K-2	iReady Math

Weaknesses Contributing Factors- Narrative

Lack of content standard knowledge to ensure teaching/assessing to mastery in all areas/sub groups.
Math foundation skills as exhibited in percentage of proficiency in grades K-2, which creates a gap in all grade levels.
Lack of an effective RTI system based upon DiBELS skills in grades 2-3. 4th grade ELA proficiency decreased from 51% to 39%. There was a change in teacher mid-year that could have contributed to this decrease. In addition, implementation of HQIM was not consistent, causing deficiencies.

Part IIb: Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses

The identified weaknesses will lead to the overall goals, objectives and activities.

Action Plan - Activities indicated should address all subgroups and both objectives. Must have 2 objectives. (Rows may be added.)

School GOAL:	By the end of the 2025-26 school year, we will increase our assessment index from 58 to 63 through teachers fully implementing HQIM with intentional planning for the condition of the standard, resulting in student ownership to master or progress towards mastery of the standards as measured by QDR measures.					
State Goal:	All students will be reading on grade level by the end of Grade 3; Students in grades 4-5 will meet their maximum growth potential.					
OBJECTIVES:			DESIRED OUTCOMES:			
1.1	All students meet their growth target in grade 4 and 5.			Overall assessment index will increase from 58 to 63.		
1.2	Students in K-3 will end the year reading on grade level.			Increase DIBELS composite EOY proficiency from 80.9% to 88%		
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness
Utilize Tier 1 curriculum resources for instruction and supports			Admin, teachers	District Funds	August 2025 - May 2026	Lesson plans, observations
						Documentation in Google Classroom
						Lesson plans, TCM notes

Teachers will utilize vocabulary strategies to increase student comprehension across content areas	Teachers	Title 1	August 2025 - May 2026	lesson plans, observations	TCM agendas, sign in, PD materials
All teachers will provide interventions and support for their master content area.	Teachers, paras, Lawrence	Title 1	August 2025 - May 2026	RTI plans, student data folders	TCM agendas, sign in, PD materials, master schedule
Teachers will utilize engagement strategies to ensure student mastery of content.	Teachers, Admin	Title 1 Title II	August 2025 - May 2026	Lesson plans, TCM agenda	TCM agendas, sign in, PD materials
Effective use of hands on learning experiences for students in all content areas	Teachers, Admin	Title 1 Title II	August 2025 - May 2026	Lesson plans, TCM agenda	TCM agendas, sign in, PD materials, lesson plans
The SWP is regularly updated to address student needs and ensure all students meet state academic standards. Additionally, the Chairperson will develop or revise the school budget to support SWP goals and comply with all Federal, State, and District requirements.	Rodgers, Admin	Title 1	August 2025 - May 2026	Title 1 benchmark submission	SWP, Meeting notes and agenda
Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities)	Rodgers	Title 1, Instructional	August 2024 - May 2025	Technology Inventory; Lesson plans	SWP, Meeting notes and agenda

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
ELA	K-2 proficiency from 81% to 89% 3-5 proficiency from 46.5% to 51.2%	TCM: Ensure use of HQIM, curriculum pacing, and alignment to Louisiana state standards in all core content areas.	Hammond, Holsomback	TCM agendas / Sign in Sheets, coaching plans
Math	K-2 proficiency from 74% to 81% 3-5 proficiency from 32.8% to 36.1%	RTI: Create and implement a system to meet student needs, closing the gap to ensure better mastery of grade level standards.	Lord, Iles	TCM agendas / Sign in Sheets, coaching plans
Science	3-5 proficiency from 22% to 24.3%	C&I/Assessment: Assessments will be planned using backward design to ensure assessments are consistently assessing the depth of standard, and plans are created to help lead students to success on those assessments.	Katz, Lawrence	TCM agendas / Sign in Sheets, coaching plans
Social Studies	3-5 proficiency from 26.7% to 29.4%		D. Watts, Lord	
Accelerated Reader	Overall average GE from 3.6 to 4.0	Quarterly incentives for students reaching AR goal Monthly drawings for students reading logs.	Rodgers	AR quarterly reports
Student Attendance	Increase attendance from 94.25% to 96%	Quarterly Sunshine Week to reward attendance Tracking system to ensure family engagement in student attendance	M. Merrill	PS Risk reports
Teacher Attendance	Increase teacher absenteeism from 96.5% to 98%	Incentivize teacher attendance by rewarding perfect attendance each quarter.	Lord	Teacher attendance
Behavior/PBIS	Decrease OSS from 27 to 20	Host quarterly behavior rewards Utilize Ripple Effects as a replacement for OSS	Lawrence	PS reports
Parental/Community Involvement	Increase parent involvement by empowering them with activities and strategies to help students.	Hold monthly events for families. August: Open House, Parent Forums, SPED Night	Hammond	Agendas, flyers

1.3. Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement underperforming subgroups. Be sure to address all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.

Content Area(s): All Content Areas			
Objective(s):	1. Increase by 10% in all reportable areas.		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Tier 1 curriculum will be implemented in: ELA: Imagine Learning (K-2), Louisiana Guidebooks (3-5) Math: Ready Math Science: Amplify Social Studies: Bayou Bridges	Lesson Plans, TCM agendas	SuperApp - District Funds	
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): • RACES writing strategy in all grade levels • iReady Reading for Reading diagnostic and individualized learning • Math and Science core instruction with small group supports based on the depth of the standard • ELA collaborative planning to ensure pacing and rigor • Student engagement strategies - Edu Protocols, Kagan, etc - to ensure intellectual engagement in content • Teachers focus on depth of standards to ensure student understanding/ progress toward mastery of the	Lesson plans, observations, TCM engagement and agendas, student data	Title 1 Title 1 - \$8,925.00 (Curriculum Associates) Title 1 - \$900.00 (Snorkl), and \$1395 (Generation Genius) Title II \$_____ - Laminate/Poster Paper \$_____ - Chart Paper	TCM agendas, sign in, PD materials

standards. • Students/teachers will utilize technology to enhance and engage in the learning process.		Title 1 \$6456.80 (CDW- ProBooks), \$10,223.70 (CDW - Chromebooks)	
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): Below level students in grades K-5 will have additional time weekly (1-2x per week) in intensive reading interventions with our Reading Interventionists. All students will receive 30 minutes of ELA and Math interventions daily by a content master teacher.	Master Schedule, RTI plans and models, observations, data brought to TCMs	RTI Materials Title 1 Title 1 \$_____ - Instructional Manipulatives and Supplements \$301.98 (CDW printer in K/1 Building);	TCM agendas, sign in, PD materials

1.4. Student Support Services

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable [Believe to Achieve: Educational Priorities](#).

Student Support Services			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Through the use of Trinity Health Clinic, our students have the opportunity to get mental health services. We also have a tribe system, which creates mentorship opportunities for students. We will also have a Welcome Committee, composed of student ambassadors from Gr 2-5, to provide family tours, introduce new students to the		District Funds	Open House packet materials, TCM agendas, sign in, PD materials, Healthy behaviors grant documentations

school/class/students. School systems administer high-quality screeners to identify students with disabilities early and accurately. Schools use screening and assessment data to make instructional decisions and/or to refer a student to the SBLC. The Healthy Behaviors Grant seeks to prevent and reduce tobacco use, substance and alcohol abuse, and overweight/obesity by focusing on changing policy, social norms and environments in Central Louisiana. The goal is to provide students, staff and teachers with the knowledge and skills necessary to make better and informed behavior decisions leading to healthier lives.	SBLC tracker Family Engagement Policy, Monthly snippet in newsletter	District Funds District/ Grant Funds	
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1.5. Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable [Believe to Achieve: Educational Priorities](#).

Student Opportunities			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
We have incorporated many extracurricular activities in our school to help get more students involved in the school environment: Competitive Cheer, Boosters, Boys Basketball, Girls on the Run,	Family engagement sign in sheets, extracurricular rosters	Title 1	Special Programs report

Archery, Math Crazy Eights, Honor Council, Student Council, Welcome Committee, 4-H, Art Clubs to expose students to additional talents (Art embedded in our master schedule encourages creative thinking and innovative problem-solving skills, which are valuable in all academic disciplines and future careers) Art Integration for a Well-Rounded Education: To support a well-rounded education, Cherokee Elementary will enhance its visual arts curriculum with upgraded materials that allow for more complex, culturally relevant, and skill-building projects. Through hands-on, creative experiences in painting, sculpture, printmaking, and design, students will strengthen fine motor skills, express themselves artistically, and make cross-curricular connections that support cognitive and social-emotional growth. This contributes to our SWP focus on engagement, equity, and achievement for all learners.	Art rosters, projects, art displays	School Funds Title IV Art Funds	
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1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services](#) (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Multi-Tiered Systems of Support for Behavior			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Tribes will be used to support student behavior as well as positive reinforcements to encourage virtuous behaviors. The app will allow us to communicate to parents their students' behavior, which impacts learning.. RTI will be provided for all students in ELA and math each day	Class Dojo, Student Success Committee minutes RTI Folders, Student Data Trackers	Behavior Incentives Title 1 - \$2400 (Ron Clark House App) RTI Materials Title 1	Special Programs report, Master Schedule

1.7. Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support

[Believe to Achieve: Educational Priorities](#) and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom

Teachers will engage in weekly TCM focused on using success criteria and learning targets to evaluate student work and overall instructional effectiveness. Teachers will attend professional development conferences in order to gain knowledge and increase their capacity in instructional strategies, materials and curriculum. Teachers will collaborate to plan effective, thorough lesson utilizing Louisiana Tier 1 curriculum in order to better meet the condition of the standards during each unit. RPSB has embedded professional development days in the school calendar. The district will lead PD opportunities for teachers and administrators across the district on the following dates: August 5-8, 2025 September 15, 2025 October 20, 2026 March 9, 2026 Teachers will participate in content, leadership, and enrichment professional development training held at the yearly Teacher Leader Summit, held in New Orleans, LA in May.	TCM agendas, sign in sheets Title 2 proposals, Conference redelivery agendas TCM agendas, Grade Level collaborative planning minutes District PD Calendar Title 2 proposals, Conference redelivery agendas	School Funds, Title 1 Funds PD Opportunities Title 1 Subs for class coverage when necessary Title 1 District/School Funds Title 1 and/or Title 2 Funds	2025-26 Long Range Plan, Title 2 travel forms, District calendar, agendas, sign ins.
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1.8. Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and	Documentation in Google Classroom

		Cost	
5th grade students participate in transition activities with Brame Jr High. Grade levels participate in 2-3 bi-grade level meetings annually to better help students transition socially and academically from one grade to the next. 5th graders are visited by local junior high options to discuss different opportunities for them to find the best place to grow and succeed! The school will host an open house before school starts for parents, families, and students to meet teachers and explore school based student involvement opportunities.	Walk-throughs show teachers implementing strategies to prepare students for the next grade level. Students will register at a local middle school that best fits their interests and needs. Percentage of family attendance	School Funds Subs for class coverage when necessary Title 1 School Funds School Funds	Sign ins, meeting notes, agendas

Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

Federal Program's Family Involvement and Community Goal(s):	The district will work to: 1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement. 2. Provide caregivers with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready.
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	3. Provide caregivers with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.
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	Action Steps	Persons Responsible	Target Date(s)/ Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)	Documentation in Google Classroom (List docs)
Weakness(es): Objective(s):	Open House will be held on August 7, 2025 from 4:30-6:00	Lord	August 7, 2025	School Funds	Sign in sheets for events: Open House/Orientation, Grandparent Lunch, Conferences, Make-n-Take	Sign in Sheets, flyers, school calendar of Important Dates
	Parent Conferences will be held on October 13-16 and February 9-12. Other meetings will be held throughout the school year as needed.	Rodgers	October / February	School Funds	Engagement (views/shares) of Dojo announcements and Facebook posts	
	School posts school events and announcements on social media platforms multiple times during the week, increasing family and community engagement and resulting in increased student engagement and achievement.	Pate	Weekly (min)	District Funds		
	Schools will provide information to their students and parents through platforms such as Final Site, PowerSchool Portal, district/school websites, Class Dojo, RCA Tribes, and social media platforms.	Lord	Weekly	District Funds Title 1 - Labels and Ink		
	Folders will be sent home weekly to communicate grades and behavior progress.	Teachers	Weekly	School Funds		
	A monthly calendar will be sent home with all students.	Pate	Monthly	Title 1 Funds - Paper Cost		
	Grand Picnic reading event	Rodgers	September	School Funds		
	Fall Carnival for families	Starks	October 2	School Funds		
	Veterans Music Program	Pate	Nov. 10	School Funds		

	Pancakes with Santa Parent Event	Lawrence	Dec. 15	School Funds		
	Art Showcase	Delaney	March 24	Title 1 Funds		
	Mardi Gras Parade led by our top leaders	Elder	Feb. 12	School Funds		
	LEAP Parent Night	Hammond	March 25	Title 1 Funds		
	Field Day	Henagan	May 18	School Funds		
	Awards Celebrations	Lawrence	May 12-14	School Funds		